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THE UNIVERSITY OF NORTH CAROLINA RECORD

THE SEMI-CENTENNIAL
OF
THE REOPENING
OF THE
UNIVERSITY
(CLOSED 1871-1875)

THE UNIVERSITY OF NORTH CAROLINA PRESS
CHAPEL HILL, N. C

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FOREWORD

On October 12, 1925, the University of North Carolina celebrated not only its birthday but the fiftieth anniversary of its reopening after the reconstruction period, during which it had been forced to close its doors. Delegates from ninety institutions were present and the National Association of State Universities and the Association of American Universities, of both of which the University is a member, also sent representatives.

Since the celebration would mean the presence of so many visitors and alumni, this date was selected also for the dedication of the University's new chemical laboratory, Venable Hall, and an afternoon program was arranged for this. On that occasion, at which Dr. J. M. Bell presided, Dr. Edgar F. Smith, former provost of the University of Pennsylvania, sketched the growth of chemistry in the south, Dr. B. B. Boltwood of Yale University discussed chemistry as a pure science, while Dr. Charles H. Herty, president of the Association of Chemical Manufacturers, outlined the present status of the chemical industry. Dr. Francis P. Venable, for whom the building is named, made a brief response to the three addresses.

At the dinner in the evening, given for the delegates, alumni, trustees, and faculty, Hon. Francis D. Winston of Windsor acted as toastmaster. Two of the three living ex-presidents were present, Dr. Edwin A. Alderman and Dr. Francis P. Venable. Both of these made short talks and greetings were read from the third, Dr. George T. Winston, whose attendance was prevented by illness. Other speakers were Governor A. W. McLean; President H. W. Chase of the University; former President E. A. Birge of the University of Wisconsin; Judge W. P. Stacy, chief justice of the State Supreme Court; Hon. Josephus Daniels, former Secretary of the Navy; Judge J. S. Manning of Raleigh; and Mr. J. C. B. Ehringhaus of Elizabeth City.

It is regretted that it has been impossible to obtain copies of all of the addresses—notably that of Dr. P. P. Claxton, superintendent of the schools of Tulsa, Oklahoma, the principal speaker in the morning. Notwithstanding the University wishes to preserve in printed form, though incomplete, a record of the commemoration of a half-century so momentous in its history.

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MORNING PROGRAM

The Academic Procession will form at the Alumni Building at Eleven-thirty and will proceed to Memorial Hall

President Harry Woodburn Chase, presiding

MUSIC

The University Orchestra

INVOCATION

Charles Edward Maddry, 1903

Corresponding Secretary, Baptist State Convention

ADDRESS

Philander Priestley Claxton

Superintendent of Schools, Tulsa, Oklahoma; former United States Commissioner of Education

MUSIC

The University Glee Club

GREETINGS

Educational Institutions of the South

Julian Alvin Carroll Chandler

President of the College of William and Mary

Educational Institutions of the State

Eugene Clyde Brooks

President of the North Carolina State College of Agriculture and Engineering

The National Association of State Universities

Edward Asahel Birge

President of the University of Wisconsin

The Association of American Universities

LIVINGSTON FARRAND

President of Cornell University

The Matriculates of 1875

JULIAN MEREDITH BAKER, 1877

Physician and Surgeon, Tarboro, North Carolina

RESPONSES

The State and the University

ANGUS WILTON MCLEAN

Governor of North Carolina, President ex officio Board of Trustees of the University

The Students of the University

JEFFERSON BARNES FORDHAM

President of the Student Body

BENEDICTION

CHARLES EDWARD MADDRY, 1903

MUSIC

THE UNIVERSITY ORCHESTRA

AFTERNOON PROGRAM

Buffet Luncheon, Carolina Inn, following the Morning Exercises

EXERCISES IN DEDICATION OF VENABLE HALL

(The new chemical laboratory at the University)

at 4:00 p.m.

PROFESSOR JAMES MUNSIE BELL, presiding

Addresses will be made by Edgar Fahs Smith, former Provost of the University of Pennsylvania; Charles Holmes Herty, President of the Association of Chemical Manufacturers; and Bertram Borden Boltwood, Professor of Chemistry, Yale University.

EVENING PROGRAM

Dinner at Swain Hall at 8:00 p.m.

FRANCIS DONNELL WINSTON, 1879, presiding

There will be brief talks by the living ex-presidents of the University of North Carolina, the president of the Alumni Association, and others connected with the history and development of the University.

ORDER OF ACADEMIC PROCESSION

Professor Andrew Henry Patterson
Grand Marshal

FIRST DIVISION

THE STUDENT BODY OF THE UNIVERSITY
Owen Guion Thomas, Marshal

SECOND DIVISION

ALUMNI OF THE UNIVERSITY, EXCEPT THE MATRICULATES OF 1875
Robert Eugene Little, Marshal

THIRD DIVISION

THE FACULTY OF THE UNIVERSITY
Professor James Finch Royster, Marshal

FOURTH DIVISION

TRUSTEES OF THE UNIVERSITY
Professor James Munsie Bell, Marshal

FIFTH DIVISION

THE SUPREME COURT AND STATE OFFICIALS
Professor Atwell Campbell McIntosh, Marshal

SIXTH DIVISION

DELEGATES OF UNIVERSITIES AND COLLEGES IN THE ORDER OF THE SENIORITY OF THEIR ORGANIZATION

Professor Dudley DeWitt Carroll, Marshal

Harvard University
Dean William Hane Wannamaker, Alumnus

College of William and Mary
President J. A. C. Chandler

Yale University
DR. JOSEPH HYDE PRATT, Alumnus

University of Pennsylvania
DR. HUBERT A. ROYSTER, Alumnus

Princeton University
PROFESSOR WILLIAM STARR MYERS

Columbia University
PROFESSOR GEORGE B. PEGRAM

Salem College
PROFESSOR EDWIN J. HEATH

Hampden-Sidney College
PROFESSOR H. B. ARBUCKLE, Alumnus

University of Maryland
PRESIDENT ALBERT F. WOODS

University of Georgia
ACTING-CHANCELLOR CHARLES MERCER SNELLING

The University of Vermont
LIEUTENANT MERLE H. DAVIS, Alumnus

Louisburg College
PRESIDENT A. W. MOHN

University of South Carolina
PRESIDENT W. D. MELTON
DEAN LEONARD T. BAKER
DEAN IRENE DILLARD

University of Virginia
DR. EDWIN ANDERSON ALDERMAN

Centre College
PRESIDENT R. AMES MONTGOMERY

Maryville College
DEAN J. C. BARNES

Randolph-Macon College
PRESIDENT R. E. BLACKWELL

University of Alabama
PRESIDENT GEORGE H. DENNY

Washington and Lee University
President Henry Louis Smith

University of Richmond
President F. W. Boatwright

University of Delaware
President Walter Hullihen

Wake Forest College
President William Louis Poteat

The Tulane University of Louisiana
Professor Charles W. Edwards, Alumnus

Wesleyan College
President William F. Quillian

University of Michigan
Professor Harry Wolven Crane, Alumnus

Davidson College
President William J. Martin

Emory University
President Harvey Warren Cox

Greensboro College
President Samuel B. Turrentine

University of Missouri
Mr. Robert A. McPheeters, Alumnus

The Citadel
Col. O. J. Bond, President

Saint Mary's School
Rev. Warren W. Way, Rector

Howard College
President John C. Dawson

University of Iowa
Professor Merton L. Ferson, Alumnus

University of Wisconsin
President Edward A. Birge

Furman University
PRESIDENT W. J. MCGLOTHLIN

Catawba College
PROFESSOR JOHN PAUL PRITCHARD

Duke University
PROFESSOR WILLIAM H. GLASSON

Washington University
MRS. NEWMAN I. WHITE, Alumna

Wofford College
PRESIDENT HENRY N. SNYDER

Queens College
PRESIDENT WILLIAM H. FRAZER

Peace Institute
DEAN MAY MCLELLAND

Birmingham-Southern College
PRESIDENT GUY E. SNAVELY

University of Washington
PROFESSOR AMOS W. THOMPSON, Alumnus

Cornell University
PRESIDENT LIVINGSTON FARRAND

University of Kentucky
PRESIDENT FRANK L. MCVEY

University of Minnesota
PROFESSOR ESEK RAY MOSHER, Alumnus

University of California
MISS MIRIAM BONNER, Alumna

Ohio State University
PRESIDENT W. O. THOMPSON
PROFESSOR F. W. COKER

University of Arkansas
PRESIDENT J. C. FUTRALL

Weaver College
PRESIDENT C. H. TROWBRIDGE

Virginia Polytechnic Institute
President Julian Ashby Burruss

George Peabody College for Teachers
President Bruce R. Payne

Southwestern Presbyterian University
President Charles E. Diehl

A. & M. College of Texas
Dean Charles E. Friley

Alabama Polytechnic Institute
Mr. Charles W. Edwards, Alumnus

Vanderbilt University
Mr. Jesse Marvin Ormond

Johns Hopkins University
Professor William F. Prouty, Alumnus

Shorter College
Professor William Davis Furry

Presbyterian College of South Carolina
President Davidson McDowell Douglas

University of Texas
President W. M. W. Splawn

University of North Dakota
Mr. LeRoy F. Jackson, Alumnus

Georgia School of Technology
President Marion Luther Brittain

University of Arizona
President Cloyd H. Marvin

Goucher College
President William W. Guth

Winthrop College
President David Bancroft Johnson

North Carolina State College of Agriculture and Engineering
PRESIDENT EUGENE C. BROOKS

Agnes Scott College
PRESIDENT J. R. MCCAIN

State University of New Mexico
PRESIDENT DAVID SPENCE HILL

Elon College
PRESIDENT J. U. NEWMAN

University of Chicago
PROFESSOR ARCHIBALD HENDERSON, Alumnus

North Carolina College for Women
PRESIDENT J. I. FOUST

Stanford University
MR. LLOYD WICKERSHAM, Alumnus

Meredith College
PRESIDENT CHARLES E. BREWER

Millsaps College
PRESIDENT D. M. KEY

Asheville Normal and Associated Schools
PRESIDENT JOHN E. CALFEE

Randolph-Macon Woman's College
PRESIDENT DICE ROBINS ANDERSON

University of Montana
PROFESSOR FREDERICK H. KOCH

Converse College
PROFESSOR ADOLPHE VERMONT

Flora Macdonald College
PRESIDENT C. G. VARDELL

Sweet Briar College
PRESIDENT META GLASS

The Texas State College for Women
President Lindsey Blayney

Atlantic Christian College
President H. S. Hilley

Clark University
Professor Carl Murchison

University of Porto Rico
Mr. Rafael Rodriguez, Alumnus

University of Florida
President A. A. Murphree

East Carolina Teachers College
President Robert H. Wright

The Carnegie Corporation
Mr. James Bertram, Secretary

Carolina College
President Ernest J. Green

The Rice Institute
President Edgar Odell Lovett

High Point College
President R. M. Andrews

SEVENTH DIVISION

the matriculates of 1875

Professor Nathan Wilson Walker, Marshal

Arthur Arrington
Julian Meredith Baker
Frederick Proby Barrow
George William Britt
Aaron William Elijah Capel
Lunsford Claiborne Clifton
Robert Henry Davis
Richard Dillard
Malachi Russell Griffin
Richard Bullock Henderson
Edward Hill
William Lanier Hill
Clifton Wheat Hunter
Fernando Godfrey James
Henry Lloyd
James Smith Manning
John Moore Manning
Ernest Patrick Maynard

GEORGE MCCORKLE
NEILL MCKAY, JR.
RUFUS GRANT MERRITT
ROMULUS BRAGG PARKER
JOHN HENRY SHERROD
HENRY TURNER SPEARS
ALVA CONNELL SPRINGS
DAVID CHANDLER STAINBACK
EDWIN DOUGLAS STEELE
HENRY WILLIAM STUBBS
OSCAR GARD THOMPSON
FRANCIS DONNELL WINSTON
ROBERT WATSON WINSTON

EIGHTH DIVISION

THE PARTICIPANTS IN THE MORNING PROGRAM

PROFESSOR JOSEPH GREGOIRE DE ROULHAC HAMILTON, Marshal

Distinguished guests representing other institutions participating in academic parade on October 12.

The party which participated in the formal celebration of the reopening of the University, which took place at noon October 12, in Memorial Hall. Leading is Faculty Marshal, Professor J. G. deR. Hamilton. Behind him (alternating from right to left) President H. W. Chase, Honorable P. P. Claxton, Governor A. W. McLean, Reverend Chas. E. Maddry, Ex-President F. P. Venable, Ex-President Edwin A. Alderman, President Livingston Farrand, Cornell University, President J. A. C. Chandler, William and Mary College, President E. C. Brooks, North Carolina State College, Dr. J. M. Baker, representing the matriculates of 1875, and J. B. Fordham, President Student Body.

THE REOPENING OF THE UNIVERSITY

Harry Woodburn Chase

One hundred and thirty-two years ago today, with the laying of the cornerstone of the Old East Building yonder, the University of North Carolina began its material existence. It came into being, in the language of its original Act of Incorporation, as the result of the clear recognition by the founders of this state that "in all well regulated governments, it is the indispensable duty of every legislature to consult the happiness of a rising generation, and endeavor to fit them for an honorable discharge of the social duties of life, by paying the strictest attention to their education."

The University grew and prospered with the growth of the state it served. Under the leadership, first of Joseph Caldwell and then of David Lowrie Swain, it rose to a high position of influence and honor. The University of 1860 was an institution with an effective faculty, eight buildings, a student body of four hundred and fifty, from "half the States, North and South, and over thirty colleges," and with financial resources that were fairly adequate for the time. It could point to an altogether extraordinary contribution to the public service of the state, the south, and the nation. It numbered among its alumni a president and vice-president of the United States, seven cabinet members, five foreign ministers, forty-one members of the national house of representatives, thirteen out of twenty governors of North Carolina from 1814 on, seven governors of other states, and similarly throughout a long list of eminent and distinguished men.

From Eminence to Poverty

Such was the University. Five years more—five years of bitter tragedy, of heroic struggle, of sacrifice and suffering—and the commencement of 1865 finds a student body of half a hundred, one graduate who has completed the entire course, a depleted faculty, a bankrupt treasury; a university in mourning for three hundred of its sons—one out of every eight of its alumni five years before—whose lives were the measure of their devotion. May the sons of this University always prove as worthy as did they, whose names upon the tablets of this hall must remind us always that, in the ultimate scheme of things, he is truly great who follows an ideal.

Reconstruction Closes Its Doors

The University had struggled on through the long years of war. There is, indeed, a tradition that it was the only southern institution to observe its commencement in that dark year of 1865. Two years later came the passage of the Reconstruction Acts, and shortly, the adoption of a new state constitution, under the authority of men who were never actively identified with the University.

The new board declared the presidency and the faculty chairs vacant and set up a president and faculty of its own. But funds were not available and students did not come. The hopelessness of the situation soon became apparent, and on the first of December, 1870, the board voted to close the doors of the University of North Carolina until further notice. Thus, in desolation and abandonment end seventy-seven years of glorious history. Chapel Hill had become, in the words of Mrs. Cornelia Spencer, "the deserted village of the South." "The old Davie Poplar," she wrote, "still stands guard, but over grounds that are now empty and forlorn. The dry grass rustles to my solitary tread and a rabbit starts out from yonder tangled and dying rosebush. I look around and see nothing to disturb the profound stillness. The sun shines down on the Old East and West, the Library Halls and the recitation rooms, but the doors are still closed—the place is haunted. Strong and ineffaceable memories rush unbidden and my eyes are dimmed as I gaze on this Niobe sitting thus discrowned and childless."

Against the blackness of this hour there is set a tale of loyalty and steady purpose on the part of friends and alumni of the University that scarcely finds its equal in educational history. With precisely the same faith, the same determination, that the south set about the rebuilding of its shattered life, did this group devote themselves to the renewal of educational opportunity through the state university. The first step was to secure the passage of an amendment to the constitution providing for the election of a board of trustees by the general assembly. This amendment, started on its passage in 1871, became a part of the constitution in 1873, and the new board of sixty-four members was elected early in 1874. It was made up of men known and honored throughout the state, of names that were guarantees to the public of effective management and unselfish devotion. The new board was not only without funds, but it

was faced by a suit to foreclose a mortgage on all the property of the University, which had been given to secure its debts. The Circuit Court of the United States, however, in a decision of vital importance to the institution, held that it was impossible to alienate property constituting the life of the University, a decision which saved its buildings, its campus, and almost all of its holdings in Chapel Hill. The legislature of 1875, by a close vote, allotted to the University the sum of 7,500 dollars a year, as interest on the Land Script Fund formerly the property of the institution. Contributions from private sources began to come in. A committee under the direction of Paul C. Cameron undertook badly needed repairs on buildings. A faculty of seven men was chosen. Of these Charles Phillips, J. DeBerniere Hooper, and John Kimberly had seen service in the old University. The other four were Adolphus Mangum, Alexander Redd, Ralph Graves, and George Tayloe Winston, later president of the University.

Reopened in 1875

Plans for the reopening went steadily forward. Dr. Charles Phillips was elected chairman of the faculty pending the nomination of a president. The opening day of the year was fixed for September 6, 1875.

To our toastmaster for tonight, Francis Donnell Winston, the honor is conceded of being the first student to arrive for this opening session of the new University. He was the first of 69 students to matriculate that year. In a very special sense, the members of this group are today the guests of the University with whose fortunes they joined their lives a half-century ago. We welcome those who are here, we send our hearty greeting to those who must be elsewhere, but whose hearts are with us at this hour. Your University of 69 students has grown to almost 2,500 today. May the record of the service of Carolina men in the next half-century be as fine and honorable as that of these fifty years for which you set such a splendid precedent!

Friends of That Day

Thus, after four years of suspension, was the University of North Carolina refounded. Many hands had toiled for its rebuilding. So much had there been of loyalty and love and faith among so many that one thinks of scores of names that might be singled out.

There was Mrs. Cornelia Phillips Spencer, daughter and sister of devoted teachers of the University, whose whole life for those weary years was centered on the dream of the renewed University, and whose pen wrought ceaselessly in the cause of her devotion. There were those who pressed the revival of the University at the State Educational Convention of 1873; B. F. Moore, its president, and among its vice-presidents such men from other institutions as Braxton Craven of Trinity and Stephens of Peace Institute. There were those two alumni, McGehee and Richard C. Badger, opposed in their political convictions but joining forces to pass the constitutional amendment which brought into being the new board. There were William A. Graham, first president of the new board, Paul Cameron personally supervising the renovation of the buildings and extending financial assistance, Steele with his eloquent and moving report on the conditions of the abandoned University, Saunders with his wide influence and his untiring interest. And there was Kemp Plummer Battle, tutor in the old University, destined to become the first president of the new, toiling day and night in her cause with unwearied devotion; then, at the solicitation of his friends, giving up his home and his established place in Raleigh to undertake the arduous adventure of piloting the struggling institution through years of poverty and misunderstanding; bringing it by his great tactfulness, his single-minded devotion, his passionate faith in public education, into smoother waters under ampler skies; living, in that fine phrase of President Graham, to be a "witness to his own immortality."

For a Shattered State

There is much of those who refounded the University that I should like to say—many another name that I should like to recall to your minds. But I must not. They would have us think, could they speak to us today, less of them than of the cause for which they toiled. This cause was not only a concern that a venerable institution of noble tradition should not perish. The vision which these men followed was even brighter than this. It was the vision of the refounding, not of a university alone, but of a shattered state, of the achievement of a new civilization even finer and more splendid than that about which clung so many holy and fond memories. They saw in this university nothing less than a mighty instrument of power for the consummation of the new and throbbing life of which

they dreamed. Its refounding was to them a sign of brighter days to come, a hostage for the future of this state. It is such a thought that breathes through those lines of the great Vance, written to Mrs. Spencer, in which he declares: "There is no spot in North Carolina with whose people my thoughts have more constantly been and for whose prosperity I have more earnestly prayed than Chapel Hill. My regard for the University arises not only from the kind relations existing between all the people there and myself, but because more is done there toward the true glory and prosperity of North Carolina than anywhere else—more in which I can justly take pride when talking to strangers."

Today a Milestone

We celebrate this day not merely as a day when new life was breathed into this beloved old institution. It is that, but it also is a milestone in the history of a state gathering its power in a day of darkness and confusion for the supreme task of building a commonwealth based, as alone can any modern commonwealth be based, on the education of its people, the enlightenment of its leaders. We celebrate a half-century of service to such a cause—a half-century that has seen the University and the state grow strong together, partners in the eternal enterprise of the achievement of human welfare. We bring our tribute to those who wrought so manfully that the University might once more live, a vital force within her state and country. We consecrate ourselves once more to the ideals for which they labored; we pledge ourselves, with all we have and are, to our part in their fulfillment.

GREETINGS

FROM THE EDUCATIONAL INSTITUTIONS OF THE SOUTH

Julian Alvin Carroll Chandler

I feel highly honored to have been asked to speak on this occasion as a representative of the colleges of the south. I presume that I was asked because it is my privilege to be president of the oldest college in the southland. But while the College of William and Mary may boast that it is the only college in all the southland that goes back to the seventeenth century and while it may also boast that in its reorganization on December 4, 1779, it gave the first plan of a university for America by establishing a school of liberal arts, a school of law, and a school of medicine, this institution which today is celebrating the fiftieth anniversary of its reopening can boast that it was the first institution to be established in America as a direct mandate of a state constitution, for in the constitution of North Carolina, adopted in 1776, provision was made for the establishment of a university or universities. It is barely possible that the University of Georgia may claim priority in that it was chartered in 1784, but conceding that Georgia may have been the first in the south and in America, North Carolina is the second oldest state university in the south, and, for that matter, in the United States.

In the history of this institution we find that it has had many ups and downs, some of them not unlike those through which the ancient College of William and Mary has passed. The doors of this institution were closed from 1871-1875, just as the doors of William and Mary were closed from 1882-1888. I feel, therefore, that in a sense I have a right, on account of the institution I represent, to speak for the colleges of the south.

This institution stands as a remarkable example of the types of education that should be given by any institution established by a state legislature in response to constitutional enactment, endeavoring as the first constitution of North Carolina said, to furnish "useful learning." It has been within these last fifty years—since its reopening in 1875—that the institution has endeavored particularly, as we

see it, to interpret the educational demands of its people and to present to them the type of training which goes to make up the various forms of useful learning that may be demanded by the people of the state. Before 1875 the University was a school of liberal arts and science and law, with some little agriculture. In 1875 it had about 69 students. Now those who come under its tuition are numbered in the thousands. Moreover, it now has a faculty of 175 persons and the idea proposed by Jefferson at William and Mary in 1779 of a university composed of liberal arts, medicine, and law has been developed here into a university containing a dozen colleges, including engineering, education, commerce, a school of public welfare, medicine, pharmacy, and a splendid extension division. We rejoice in this wonderful growth and in the work it is now doing, which gives promise of a period of even more useful activity and wise promotion of all phases of education. No words of mine can express the deep sense of pride that we have in this institution of learning and in the splendid leadership that it is exercising in its educational work for the state. The leaders in the forward movement of this university have not thought of it as a school of aristocracy but as a seminary of learning to which men preparing for all professions or vocations may come. With this broad conception, this institution may be expanded in all directions as the needs of the people demand and as our civilization changes.

In his inaugural address at the University of Michigan, in setting forth the *raison d'etre* of a state university, President Burton said that the function of a state university is to serve the state and through the state to serve the Union and the world. As I view the work of the University of North Carolina, it is endeavoring to do this very thing. It is not attempting to crush out the other institutions of learning but to expand and grow into fields that others do not reach. The splendid rural work of this institution is a model for all the states of the Union. It is meeting a real need in North Carolina in engineering, business administration, and law.

There is, however, another field in which this institution is rendering a most valuable service and that is in its research departments. More and more, as the years go by, the great field of a university is to do research work for the people, working out political, economic, social, rural, agricultural, and scientific problems of all sorts. This is an age of research and every endeavor is dependent upon some

investigation. It is the function of the university to lead in this research work and the extent to which the university may expand is limited only by its resources, endowment, and state appropriations.

In the work that this institution is doing we congratulate the people of North Carolina. I, personally, am a great believer in extension work and over and over again I have pointed to the University of North Carolina as furnishing a most excellent type of extension work. The university that goes to its people through its extension courses has a great opportunity for service to humanity.

It is therefore a pleasure to me to say these words on this occasion and to bring to you the greetings of the colleges of the south. We realize that you, by your vision and grasp of the educational, economic, and social problems of this state, have ministered most faithfully to the wonderful progress of the state. We know that your desire is to render a still more enduring service. Your ideals bring joy to our hearts. Your growth and expansion indicate that you have the approval of your constituency, and on this occasion I am glad to declare our faith in the principles for which you stand and to express the hope that greater success may come to you in the future than you have enjoyed in the past. May your highest ambitions be realized, for we admire intensely that which you have done in the preparation of men and women for leadership in the state, the nation, and the world.

FROM THE COLLEGES OF THE STATE

EUGENE CLYDE BROOKS

This day presents an occasion for unusual rejoicings on the part of the friends of higher education in North Carolina. It would be inappropriate for me at this time to tell the story of the terrific storm that swept the south in the sixth decade of the last century, of the social revolution that involved our people, and of the tragedies that followed—one of which was the closing of this institution.

When the fury of that storm was subsiding the governing board of the University was compelled to abandon temporarily its academic ideals and its lights went out. This came at a time when it was an effort for men to maintain sanity, and the story of that period has its lesson and its warning for all institutions of learning.

But it is the rebirth that counts most in a man and in an institution; and a semi-centennial now measures the distance from the rebirth of the new University in 1875 to a newer and vaster University of 1925. This period, therefore, contains an heroic story of sacrifice, courage, and victory that we can well afford to perpetuate. It has its beginnings in a tragedy and its conclusion in a victory. We rejoice today, and bear testimony that fifty years of loyalty to an ideal have made the state richer and each institution greater, for life is a unit and the success of one is the heritage of all.

I take very great pleasure, therefore, in extending greetings from the colleges of the state to our great university, whose rebirth reawakened a newer love for education.

FROM THE ASSOCIATION OF AMERICAN UNIVERSITIES

LIVINGSTON FARRAND

Every American has watched with pride the extraordinary record of this state in economy and social advance during a period of baffling difficulty. Its leadership has been an inspiration not only to the south but to every section of the country, and in that progress the University has played a striking part. The quick recognition of local needs, the constructive effort to aid in the solution of local problems and at the same time the determination to maintain high academic ideals have won the admiration of the university world.

I think there would be general agreement that the outstanding fact of higher education in America during the last fifty years has been the development of the state universities.

My wish today is that the University of North Carolina shall continue to see with clear eye that sympathetic response to the needs of its immediate environment is entirely compatible with the maintenance of sound academic ideals; that uniformity in university organization is not the desired goal; that sound scholarship and service to the state and country may go successfully hand in hand.

FROM THE MATRICULATES OF 1875

JULIAN MEREDITH BAKER

It is with feelings of great pleasure and real gladness that some of those who participated in the reopening of the University in 1875, subsequent to that dormant period resulting from the political upheaval of war and reconstruction, fifty years thereafter are permitted to come back and take part in commemorating that event so important and far-reaching in its influence upon the educational history of our state.

We come with the same affectionate regard for the University, for its history and its traditions, and appreciation of its purposes which drew us to its doors on that occasion, intensified by the intervening years. We come to greet the friends of those days who still remain with us, and to live over for a few moments the comradeship which has ever been a delightful memory. We come to extend greetings to the splendid institution which has grown so great from so small a beginning, and to greet, too, the newer generation of young men who occupy the same place today that we did fifty years ago. With wonder and admiration we behold the composite ideal of Phillips, Battle, Winston, Alderman, Venable, and Graham manifested in the extensive scheme of constructive accomplishment already realized, and we envision still greater things in the wise policy of intellectual freedom, as well as material expansion, inaugurated by the present learned head of the institution.

After these fifty years we recognize but few of the old landmarks. Those that still remain are mossgrown and hoary with age, just as we boys of those days appear. We miss the old landmarks, we miss the friends who have passed to the great beyond; but we shall cherish in memory as long as life lasts that small body of young men, alert, ambitious, keen-visioned, who entered these doors for the first time on the occasion we commemorate. Many of them rendered distinguished service in after years and so have become influential factors in the social, political, and economic life of our commonwealth. Of some of them the University cannot but feel truly proud.

Looking backward and undertaking an appraisal of the benefit, the practical advantage, of university training in overcoming the

Matriculates of 1875 who participated in the semi-centennial celebration. Left to right: N. W. Walker, '03, Faculty Marshal; Ferando Godfrey

varied obstacles that continually confront every one, in whatever vocation his activities are directed, it seems a just and logical conclusion that the real profit is derived not altogether from the textbooks or the knowledge and facts imparted in the classroom, nor from acquisition of enough mathematics, literature, history, and science to pass the final examination *cum laude* (for few graduates could pass even the freshman examination after five years). In no inconsiderable measure the benefits are derived from having engrafted on the mind and character, in that formative period of life, a true conception of the fundamental principles of right and wrong in the broadest sense; in the establishment of that *esprit de corps* incident to college life and association, which is conducive to right thinking and right living, with respect for the rights and opinions of others; in having instilled into the young mind an altruism that fosters and encourages such a love of mankind that sacrificial service for the promotion of happiness and well-being becomes an impelling obsession; in fact, in creating a broader, more comprehensive view of life and service and our relations thereto, and in giving a stronger, more intelligent, more effective grasp of the means of rendering that service.

As the years have passed we realize with increasing force how vast and impenetrable is the source of knowledge, how extensive is the field of the unknown, how little we knew at graduation, but how much we thought we knew, and, comparatively, how little we have learned in fifty years. A realization of our fruitless efforts, our disappointments, our failures, creates a lingering, longing desire to live over the years that have passed that we might gain something more from the vast fund of knowledge being continually brought to light and do our part with greater energy and efficiency. Incidentally, there is aroused more sympathy with Ponce de Leon in his romantic search for the fountain of perpetual youth, and more concern and more interest in the encouraging tenets of the modern psychology and in the ray of hope of rejuvenation offered by the monkey gland protagonist.

With gratitude for its nurturing care in the long ago, with sympathetic appreciation of its triumphant struggles, we express our pride, our admiration, and our satisfaction in the great progress our Alma Mater has made since its doors were reopened to the anxiously

waiting youth of the state. Surely the pioneers of 1875 who have passed on to the spirit world are listening in and join those of us who still remain in bidding the president and his co-laborers Godspeed in the great and noble work before them, feeling assured that the expanded and enlarged University of the future, as its lesser predecessor has been in the past, will be a potent influence in encouraging and in maintaining the peace, the liberty, the prosperity, and the happiness of all the citizens of our grand old state.

RESPONSES

THE STATE AND THE UNIVERSITY

Angus Wilton McLean

This semi-centennial celebration of the reopening of the University after the fateful periods of the Civil War and reconstruction recalls very vividly to our minds the unfortunate experiences through which the sons of the University and all the people of our state had just passed. The most terrible civil war in all history ended in 1865; the heavy loss of life and property and the unhappy outcome of the terrific struggle had left everyone bewildered in mind and broken in spirit. Then followed a period of reconstruction, many aspects of which were worse than the war itself. When local self-government and tranquility were finally restored it was natural to suppose that education and the arts would be entirely neglected for a time; that all the energy of the people would be necessarily concentrated upon the great task of rebuilding our industrial system, in allaying the passions and prejudices engendered by the war and in accumulating sufficient material resources to supply the ordinary necessities of life, until complete rehabilitation of our social and industrial systems could be effected.

Because of the devastation of war, our people were then too poor to supply the funds for an adequate system of public education. Notwithstanding these disheartening circumstances, the University was reopened in 1875, because there existed then, as there had always existed, a firm determination on the part of our people to establish an adequate system of public education with the University as the cap-stone. No finer nor more worthy tribute to the temper and character of our citizenship could be imagined than this: As soon as the semblance of self-government was apparent the first thought of the people was the rehabilitation of the state's educational system begun by the reopening of the University. As a part of the aftermath of the war many problems of economic and social readjustments, the natural products of every abnormal upheaval, began to press for solution. The University did not fail the state in this great crisis, but constantly supplied the wise counsel and safe

leadership which enabled it to pass successfully through that troublesome period down to this new era in which we see the unmistakable evidence of unprecedented prosperity and development on every hand. As an illustration of the University's contribution, see the educational re-awakening which took place in our state twenty-five years ago under the matchless leadership of Aycock, McIver and Alderman—all worthy sons of the University.

Today, I cannot help but feel that we are in the midst of another epoch in the life of both the University and the state it seeks to serve. In this decade following another great war, the greatest conflict of all times, the State of North Carolina is faced with problems of change and readjustment vastly greater and more portentous than those growing out of any local conflict.

I should like, therefore, to summarize, as briefly as I can, some of the things that the state expects of its university in the period which lies ahead.

Educational Leadership

In the first place, the state expects its university to supply the sound and constructive leadership necessary for the continued development and advancement of our system of education. Education like every other great force in life is a matter of growth. Its development is often retarded for the moment by social, economic, and other underlying causes.

While our people are justly proud of what has already been accomplished in the expansion and development of our educational system, they are determined to press steadily forward until the citizenry of North Carolina enjoys as good educational advantages as can be found anywhere. This attitude of our people is, after all, the best assurance of continued educational progress. In this connection I should like to recall the sentiment so well expressed by the celebrated Scotsman, J. M. Barrie, when he said:

> "Mighty are the universities of Scotland and they will prevail. But even in your highest exultations, never forget that there are not four (Aberdeen, Edinburgh, Glasgow and St. Andrews) but *five;* and that the greatest of these is the poor proud homes we come out of, which said so long ago: 'There shall be education in this land.' She, not St. Andrews, is the oldest University in Scotland and all the others are her whelps."

The people of North Carolina have said: "There shall be education in this land," and while we have set our faces resolutely toward

continued progress in education, let us not forget that the moral and religious character built in the "poor proud homes we come out of," is the surest foundation upon which this university and the other institutions of higher learning in our state can build most securely for the future peace, happiness, and material progress of our people.

Governmental Aid

In the second place, the state expects its university, as the head of our educational system, to supply wise and constructive leadership in providing improved methods of government administration. The challenge of the future to every student of this institution, is the challenge of service—service to the state, either in the capacity of a public representative or as a private citizen. It makes no difference in which capacity you serve, so long as you serve well and faithfully.

Social and Civic Guidance

In the third place, the state expects of its university social guidance. In recent years, society in its generic sense has become more and more a problem of civilization itself. We are no longer isolated rural communities, each member of which is bent upon his own duties to the exclusion of the larger interests of the group; but we are a large concourse of people with not only varying but conflicting aims, all imbued, however, with the prime determination of doing our part in building a larger and finer commonwealth. It should be the aim of the University, as I see it, to aid the state in bringing about a more sympathetic understanding among the diverse elements in our citizenship; or harmonizing the discordant factions, if any exist, and of smoothing out by painstaking care and tactful treatment differences of a social or of a religious nature which may threaten to disrupt the peace of our people, and to divide them into belligerent, self-conscious groups. In short, the state has a right to expect of its university full support in all matters of social concern which may affect the peace, happiness and prosperity of its citizenry.

Intellectual Leadership

Lastly, the state has a right to expect of its university moral and intellectual leadership. To effectuate this, every bit of discovered knowledge, physical or metaphysical, must be put in practical, usable

form and thus made a vital part of our every-day life. Progress in education, in social service, and every other field of human endeavor should be translated into elementary terms, so that such knowledge may become the common property of every intelligent citizen. The strength and power of the state university must always rest in its desire and ability to serve successfully the people of the state. This is the kind of intellectual leadership that should be considered the true function of the University.

There is always a close relationship between higher education and higher public service; therefore, in the readjustment of the state's finances, in the development of our resources to meet the normal growth in which we are all so vitally interested, in the solution of social problems which a complex civilization has thrust upon us as upon the rest of mankind, and in all matters which are necessary for the welfare of the people, the state has a right to look to the University and to receive from it inspiration and help.

Obligation of the State

The state owes the University the reciprocal duty of maintaining and supporting it in such a way that its continued growth in power and usefulness shall never be retarded.

To our visitors from the other institutions of higher learning who have honored us by coming to felicitate the University upon this historic occasion, I wish to extend, on behalf of the people of North Carolina, the heartiest expression of thanks and goodwill. We are most pleased to have you gentlemen with us because we are all working toward the same worthy goal: An educated and cultured citizenship serving successfully the larger aims of our state and nation. I believe, as I am sure all of us believe, this to be the true function of a great institution of learning in a democracy like ours. I can assure you, therefore, Dr. Chase, members of the faculty and of the student body, that the state feels a very deep and abiding interest in her university. Your work here has become a necessary part of the state's development, and the most humble citizen should feel an interest in it because it is a vital part of that intangible thing we call the state.

As spokesman for the state, I wish to congratulate the University for its achievement in years. With all other good citizens of the state, I rejoice that it has grown old gracefully and vigorously.

And so we are happy today to respond in a very sincere way to the generous felicitations that have been extended to us because we realize, as every intelligent person must, that a greater university means a modern system of education, and a modern system of education is indispensable if our state is to attain the conspicuous place which her incomparable resources so justly entitle her to occupy among the great states of this republic.

THE STUDENT BODY

JEFFERSON BARNES FORDHAM

I feel that it is not the part of a student to talk but to be more or less silently receptive. However, I am emboldened to say a few words this morning.

As a representative of our student body today, a group of nearly 2,500 men and women, I come to express the spirit of that group on this occasion as it looks back over the past fifty years of the life of our university. It is not so easy either to give comprehensive expression to the sentiment of such a large group with such varied interests. That is, were it not for one thing that gives an unbroken unity to student life at the University of North Carolina. And that thing is the noble tradition and living spirit of the institution. We have infinite faith in our university, and the illustrious background made by those who have gone before us cannot but inspire us to great endeavors in the years ahead.

The student body duly honors those sixty-nine men who came back to Carolina in 1875. Theirs was a great example. It must have taken great foresight and vision to spend four years in college in those days when the active employment of men seemed so pressing. And it was just this that made for great leadership in bringing our state out of the hardships of post-war days. The circumstances of our college life today are, of course, very, very different. The physical aspect of things is undoubtedly softer and more pleasant but I am happy to say that it has not resulted in making our student body an easy-going, spiritless group. The spirit of the class of '79 still lives and in one great unanimous voice the student body greets in all the fellowship of Carolina men those members of that class who are with us today.

You will pardon me, I am sure, for exalting so our own institution. I feel that the occasion fully justifies me. The present student body claims no laurels for itself. We are simply proud of old Carolina, and we extend the warmest welcome to those good friends of the University who are with us today to help celebrate this most significant period in her career.

Venable Hall. Dedicated on October 12. This view suggests the front (to the right) and gives a clear idea of the enormous reach of the building. The stacks are not a part of this building, but of the power plant beyond.

INCIDENTS IN THE GROWTH OF CHEMISTRY IN THE SOUTH

Edgar Fahs Smith

This is, indeed, a red-letter day in the history of this university. The fiftieth anniversary of the rehabilitation of this ancient seat of learning after the Civil War, and the dedication of a modern, palatial home for the cultivation of chemistry—a science ever close to man, his constant companion in the advancement of civilization—are events of rich import.

The exercises of the morning touched and moved me deeply. I would have been content with the lessons they brought, but the claims of my favorite science have held me to this hour. Indeed, there has been with me the lurking suspicion that your honored president, Dr. Chase, invited me to this particular hour alone, with the solemn injunction that following the excellent and admirable addresses of the distinguished gentlemen whom you have heard and enjoyed, I was to say something

> which would have an historical slant,—

a suggestion which appealed strongly to me, because

> there are some things which, if gathered from the
> ashes of obscurity

aid mightily in a fuller comprehension of immediate problems; or, in the words of Fisher Ames—

> by looking into history and seeing what has been,
> we know what will be.

So, I have

> pick'd from the worm holes of long-vanished days
> and from the dust of old oblivion rak'd

just a few facts to place before you for your consideration—earnest or otherwise.

Chemistry is the noblest of sciences. It is not

> a fountain shut up—
> a book sealed.

It is very human. Consider how medicine leans upon it. It has developed preventative medicine and is daily adding to its dominant place *in* medicine by its many fresh and wholesome discoveries.

And thus it has ever been—embracing the whole range of created nature; comprehending in its researches all substances, animate and inanimate, exploring their elementary principles, unfolding their combinations. In every employment its influence is felt and its aid desired.

Dear old Peter Shaw, M.D., two hundred years ago, published three *Essays in Artificial Philosophy or Universal Chemistry* in which he set forth the virtues of the science in

> the commercial arts, such as the making of hard oil-soaps; producing vinegars; curing fish and flesh; condensing commodities for exportation; and packing commercial products; with an account of certain *chemical contrivances,* capable of deceiving travellers and merchants in the condition of the commodities; with the most expeditious ways of detecting such impositions, as the sophistication of Wines, Brandies, Vinegars, and Arracs; the Debasement of Gold Sand, Gold Bars or Ingots, Silver, Copper and Tin, counterfeit gems, etc., etc.

And then he expatiated on a *Chemical History of Culinary Arts,* saying interesting things about "the best Fewel for Kitchen Use;" suggesting a method for rendering it cheap and inoffensive, and casually referring to "the Art of Edulcorating the refuse Fat of a *Kitchen,* for Lamps, or other economical Uses," and also introducing the best methods of preserving all the metalline furniture of a kitchen from rust and tarnish, outlining at the same time procedures for expressing salad oils from various seeds, especially mustard, and describing the preparation of the *finest* salt for the table.

A wonderful book was that of Peter Shaw, M.D., from which you have received a few extracts. It was a veritable domestic science epitome, plainly indicating chemistry to be the "human science," coming home to every man's business and bosom,—

> descending with humble industry to the assistance of the manufacturer at his loom, or the dyer over his vat.

The book is a message from far-gone days, but is still modern in its purposes.

However, my intense interest has carried me somewhat afield. It was in my mind to tell you quite a different story, and in the remaining minutes I shall endeavor to do this.

In old Yale there was in by-past times an eminent president—yes, I recall that he was the fifth executive head of the university. He was a very learned man—a very intimate friend of that wise, astute savant and diplomat, Franklin, with whom he was in constant correspondence. Ezra Stiles, in some mysterious way, had been touched by the erroneous spirit of alchemy—that of making gold and silver from worthless, discarded substances. He emphatically denied the allegation that he was a transmuter. Perhaps he was compelled to do this in order to protect himself from the inquiries of his trustees, who, in those days as in the present, will spy out the land. He was singularly successful, but when he passed on he left volumes of notes, which he little dreamed would be most illuminating to those to whom chemistry appealed. For the most part they were written in Latin, and told of nightly hours devoted to the performance of all manner of experiments, in search of the long-sought substances which would effect the marvelous transformations ardently sought and prayed for by alchemists. Note—it was in the night that Stiles pursued his occult studies, and as I read his records I found myself in imagination working with him and often visualized him sitting at an open window in his little home, hands folded, gazing out into the darkest night and hearing these apostrophized words—

> O Night! black nurse of the *golden* stars!

The aim of the alchemists was gold—ever in their minds and before their poor, wearied souls!

This narrative is but a side-issue. It may be laid away to be revived at hearthstone gatherings on long winter evenings when thoughts naturally revert to the days and occurrences of the dim past.

When did your science begin here in America, you ask. Well, if I must tell of the

> rock from whence we were hewed and the hole of the pit from whence we were digged,

I'd say it began long, long before the days of the sainted Ezra Stiles.

It was in old Virginia—in the year 1608—that, through the necessity of self-preservation and with the obsession that the motherland should receive evidences of the material worth of her new

possessions, the authorities strove with astounding obstacles through the long days and still longer nights

> beneath that arch of unmoved and eternal lights

to plant there, on southern soil, a mile from Jamestown, a glass house standing in the woods—very unpretentious in its dimensions and appointments. Yet it was the first manufactory ever erected in this country. In it were made glass plate and attractive, colored glass beads—the current coin with the Indians. Chemistry was the dominant science in all this.

A *salt-work* was set up at Cape Charles on the eastern shore, and *iron-works* at Falling Creek in Jamestown River, where proof of good iron ore was carried out. And so near perfection was the whole brought that

> they (the pioneers) writ word to the Company in London that they did not doubt but to finish the work, and have a plentiful provision of iron for them by the next Easter.

Lead ore was discovered and worked. Silk was cultivated from the mulberry tree. Indeed

> it is said that Charles II wore at his coronation in 1661, a robe and hose of Virginia silk.

Those acquainted with the applications of chemistry were occupied with these undertakings. Then an end came. The hitherto amicable Indians put into execution a general massacre. The iron-works and the glass house were ruthlessly demolished and the manufacture of all other commodities was abandoned. It was a sad period, crushing the hopes of those sturdy pioneers. The streets of Jamestown and all its surrounding neighborhood were given over to the cultivation of tobacco. To Massachusetts went the spirit of chemistry—there to develop new industries and drown forever the alchemical ideas which had even entered Boston Harbor.

Indulge me a moment more that I may bring to your attention a fact touching all Carolinians. Quite early the indigo plant had been found indigenous to your soil. Indeed, as early as 1719 Miss Eliza Luca, the mother of Charles Colesworth Pinckney, was at the age of eighteen years in charge of a plantation in South Carolina, where she sowed the indigo seed. Success crowned her efforts, so that in

the course of a few years indigo began to be exported. In 1741 about 100,000 pounds of indigo were sent to England from Charleston. In 1743 wearing apparel was abundantly dyed with indigo. In Revolutionary days it was the sole color used everywhere with homemade material. Think for a moment that here in this beautiful southland a color which for years grew in plant form in India and was in a sense the cause of the devastating famines of that land, until the chemists gave to the world an artificial product, was grown, extracted by original methods and used at home and abroad, and regarded as one of "the most profitable articles of French colonial commerce."

From the Carolinas went the experience of indigo manufacture, fostered so enthusiastically, into Georgia, there to contribute to its people some of the welfare enjoyed by Carolinians. And, were one to search diligently, the same industry would be uncovered in Mississippi and in Louisiana. Chemistry in its subtle ramifications may be observed in the earliest days of all the colonies bordering the Atlantic. The narration of its story would fill many stout volumes in the study of which there would be borne in upon us that there was a "chemistry in America" of vast importance and interest.

You are weary. I'll stop. But I must say that chemists all over the land are happy in the knowledge that this splendid structure devoted to their science has come to this university, which through its many able teachers and investigators has added much to the science, and will contribute in the future even greater results, for those in command are equipped and long for the opportunity which through your generosity is now theirs.

Personally, I am very happy that the name attached to this structure is that of my friend, Francis P. Venable, whose achievements are most favorably known far and wide and who from long association I've found to be

> one of those golden natures which help us to form ideals of life.

THE RELATION OF CHEMISTRY TO PURE SCIENCE

BERTRAM BORDEN BOLTWOOD

The wide field embracing the so-called natural sciences, ever broadening, ever extending its frontiers, may be conveniently and somewhat indefinitely divided into two general areas. One of these

areas includes the descriptive sciences, and the other the explanatory sciences.

A descriptive science deals with the problem of investigating and describing various objects or phenomena as they occur in nature, while it is the aim of explanatory science to investigate the genesis, the inter-relations and the transformations which spontaneously appear or can be produced artificially, and to endeavor to discover the causes of these changes.

To quote from Mellor:

> It is the popular belief that the aim of science is to explain things; as a matter of fact, the so-called explanations of science do not get much beyond describing the observed facts in the simplest possible terms so as to make their relations with one another clear and intelligible.
>
> Science may explain a phenomenon by describing how one event is determined by an antecedent action—sometimes called a cause; and how one particular set of conditions—the cause—can give rise to another set of conditions —the effect. Science explains a phenomenon (the effect) by showing that it is a necessary or rather a probable consequence of another phenomenon (the cause).

If we attempt to assign any given branch of science to either the descriptive or the explanatory region of the general field we meet with difficulties which at once become apparent, for there is practically none that is wholly descriptive and none that is wholly explanatory. That this difficulty of classification should exist is apparent from the very nature of science itself, for, to quote Huxley:

> All true sciences begin with empirical knowledge—the record of facts obtained by observation and experiment.
>
> It is work for the intellect to educe the elements of sameness amidst apparent diversity, and to see differences amidst apparent identity.

In other words all science begins with facts and ends with laws.

Chemistry, therefore, can be expected to offer no exception to the general rule, for it is man's attempt to classify his knowledge of all the different constituents which compose the natural objects in the universe. It is therefore a fundamental portion of descriptive science. But it is—moreover—an explanatory science, since it attempts also to afford an explanation of the phenomena which occur when the different kinds of material react one with another. It strives also to give an insight into, and an understanding of, the very

constitution of matter itself—something at present entirely and probably forever, beyond the direct grasp of our senses. In all cases it has been necessary to investigate first that which is visible and subject to direct observation by the organs of the senses and then to develop hypotheses or propositions as to the actual causes and the true nature of the relations which have been observed between that which has been studied and the categories of time, space, movement, or mass. It has further been necessary to verify the logical consequences of these hypotheses by experiment, and to advance theories which shall account for the nature of the properties of the thing studied in its relations with things already known, and with those conditions or categories among which it exists. And finally it has been necessary to keep clearly in mind a fact which is far too often overlooked or forgotten; a hypothesis or a theory can neither be proved or disproved. To quote the words of Ostwald, "It is merely a tool which is rejected when found to be no longer serviceable."

To recapitulate briefly we may therefore say that chemistry is the science which investigates and describes the various materials of which all natural objects are composed; it attempts to explain their actions toward other substances by indicating the causes of their behavior, and it offers hypotheses and theories to explain the behavior of substances when the causes are not directly perceptible to the organs of sense.

The more advanced developments of chemistry are indistinguishable from the science of physics and no dividing line can be drawn between the distinctive fields of these two important branches of natural science.

If we attempt to distinguish between a pure and an applied science we encounter difficulties which are even more formidable than those met with in an effort to distinguish between a descriptive science and an explanatory science, or to distinguish properly between physics and chemistry. "Pure" science may be defined as knowledge sought solely for the sake of truth, and applied science as knowledge utilized in the practice of the various arts. But if we go back to the earliest authorities and consult Plato and Aristotle we may be somewhat embarrassed to find it explicitly stated that—"It is the purpose of pure science to observe phenomena and trace their laws; the purpose of art to produce, modify or destroy. Strictly speaking there

is no such thing as applied science, for, the moment the attempt is made to apply, science passes into the realm of art."

Since my thesis is the relation of chemistry to pure science I am in no way embarrassed by such a summary elimination of a topic which it is the duty of others to defend. But such an elimination in no way accords with the profound regard and respect we all feel toward applied chemistry as a most potent factor in alleviating the suffering and improving the lot of mankind.

The contributions of chemistry to pure science in its strictest sense have been so conspicuous and so great as to require no enumeration and to require no emphasis. A list of the names of eminent chemists would be a list of conspicuous contributors to the advancement of science in its purest form. Lavosier, Dalton, Davy, Berzelius, Bunsen, Van't Hoff, Arrhenius, Victor Meyer, Crookes, Remsen, Venable—their names are many and they have labored for the truth in science and for the truth alone.

To cite a conspicuous example, because of his notable genius and because of the fact that, being associated with the university with which I had the honor of being connected, it was my privilege and pleasure to have known him—I will refer to Josiah Willard Gibbs. Gibbs contributed more than any one else to the elucidation of some of the most complex problems in theoretical chemistry. He was a pure scientist if there ever was one. He was absolutely impractical and the application of his science to a practical problem of production would have been for him an utter impossibility. To him the pursuit of knowledge was an abstraction, something to be followed for the sake of the knowledge alone, without any ulterior view to its ultimate application. His studies were so abtruse and apparently intangible that he was understood by but few, if any, of his contemporaries and by only a small proportion of his more advanced students. But the value of his contributions to the realm of chemistry is well-nigh incalculable and his name is achieving the eminence to which it is entitled.

But although Gibbs and the many others who have added so much to pure science through the medium of chemistry are dead—the progress in these directions will continue and new hands will bear the torches into the dark places.

It is in the realization of such dreams as the construction of this splendid laboratory which we are today dedicating that assures the

fulfilment of the promise of the future, and, in closing, I will quote to you a remark once made to me by Willard Gibbs, which emphasizes an idea that may well serve as a guiding principle in scientific inquiry:

> Nature is like a sphynx of whom we are forever asking questions. The answer she gives does not depend so much on the questions we ask as it does on the way we ask our questions.

GREETINGS FROM EX-PRESIDENTS

George Tayloe Winston

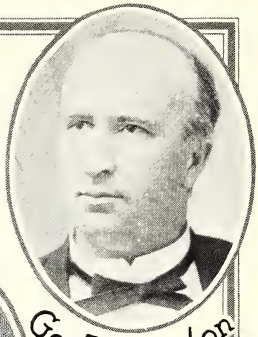
My heart is in Chapel Hill today, rejoicing with the University. Memory carries me back fifty years, to the scene of the reopening in 1875, to the little assembly in the college chapel of seven professors and sixty students and a few score of sympathetic citizens, with flowers and music and hymns of thanksgiving. They were voicing the hopes of a people sorely stricken by long years of civil war and political chaos. They were rekindling the fires on the sacred altars of learning. It was the dawn of a new day, the birth of the New University, the beginning of the life of the New North State.

Fifty years ago! Fifty years of leadership by the University, of progress by the state, in wealth, in culture, in education. May future celebrations rejoice in progress even greater! May the state grow and prosper continually, ever old and ever new—old in the fundamental virtues of life, new in the ever-changing, ever-growing, ever-perfecting art of living! May the University, with multiplying and expanding activities, grow in power for useful services! May it live faithful to its lofty mission, a champion and a guardian of LIBERTY that SEEKS the TRUTH, of KNOWLEDGE that KNOWS the TRUTH, of FREEDOM that TEACHES the TRUTH!

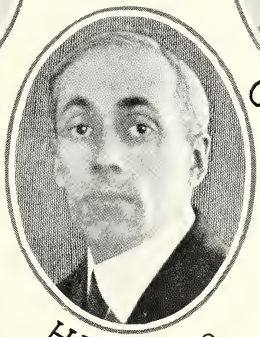
Edwin Anderson Alderman

It has been very difficult for me so to arrange my life as to be here on this day, and quite impossible for me to give to what I shall attempt to say here that sober reflection which every one who speaks in public owes to his hearers. I have but just come back to my country after a long absence in Central Europe, and my mind is still in that curious process of readjustment to familiar scenes and ideals which absence in foreign lands entails. It needs just a journey across the seas to give an American a due sense of gratitude to Christopher Columbus for his foresight and thoughtfulness in actually discovering America. A sense of bewilderment and thankfulness possesses the spirit of a patriotic citizen of this republic as he exchanges the atmosphere of Europe—its ancient dignity and beauty, and wealth of tragedy and tradition, its confusion and its shadows—for this new land, bathed in sunlight, but portentous with unmeasured energies

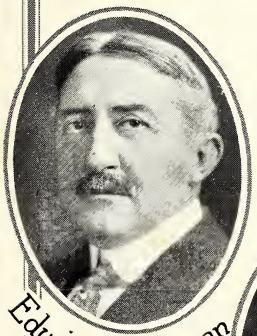
K.P. Battle
1875-1891



Geo. T. Winston
1891-1896

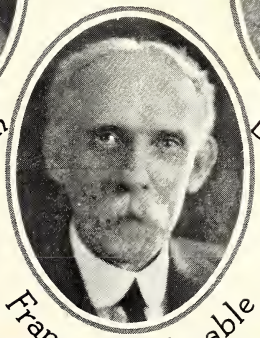


H.W. Chase
1919



Edwin A. Alderman
1896-1900

Edward K. Graham
1914-1918



Francis P. Venable
1900-1914

and limitless hope; and in the concrete, for this moving and inspiring anniversary festival, which this university staged today, with its note of triumph and democratic significance.

I am here in two persons today. I am commissioned by its authorities to present to the University of North Carolina the sympathy and goodwill, the esteem and pride of the University of Virginia, born out of the philosophic idealism of a great lover of his kind—an institution akin to you in tradition and history, in purpose and achievement. The University of Virginia bids me to congratulate you, Mr. President, on the social insight and vigor of your administration, to commend the varied and scholarly activities which distinguish this institution today, and to acclaim the power and productivity of its staff of scholars and teachers assembled here. I hereby discharge this obligation with heartiness and enthusiasm. But I would care to have it understood that I am here in a much simpler and gentler and more human aspect. I am here as a devoted son of this university, and a sometime humble, but, I trust, faithful servant of its life. I am here to profess for it something of the feeling which Shakespeare in noble language makes Coriolanus profess for his country:

> I do love my country's good with a respect more tender,
> More holy and profound than mine own life.

I saw Chapel Hill for the first time forty-seven years ago, so that my knowledge of it is almost contemporaneous with the half-century we here so proudly commemorate. The beauty of the life of the scholar and teacher first dawned upon me amid these quiet scenes. The great names you love and cherish are the names of my friends, my teachers, my colleagues, or my own students. Here I made acquaintance with life's finest emotions—love and sorrow and ambition. Here first appeared to me, in winsome and compelling shapes, the durable satisfactions which have guided my life—loyalty and courage, sympathy and good-will to men. As the mariner comes to know in all its changing phases the sky and sea and air about him, so I seem to hold in mind a panorama of this notable half-century in the history of the University of North Carolina. I saw and was part of its grim, gaunt, uncomplaining poverty after the paralysis of war; its dauntless capacity to struggle upward against difficulties; its atmosphere of unselfishness and devotion; its comprehension of the

needs of democratic society; its steadfastness in the service of those needs; its glorious faith that knowledge can liberate men from all sorts of thralldom, and its still more glorious faith in the ultimate rectitude of public impulse; its freedom from vain-glory and foolish pride. And today it is granted to me to behold this academic city, so opulent and fair, spread out upon this hill, evoking the love of the commonwealth which has had the sagacity to build it, and the admiration of the nation which it is destined to serve. It is my purpose to be brief tonight. My mood, I confess, is emotional rather than analytic. The overworked designation "Alma Mater" glows with a sort of sacred meaning to me. I am an alumnus rather than an educational critic. For the first time I sympathize with alumni who return to their academic home insensible to realities but sodden with enthusiasm, who, however practical about their daily businesses, dissolve into sentiment as soon as they behold the facade of the South Building, and, as John Hay in his literary way once put it, "see the University through a rosy mist of memory," transfigured by the eternal magic of what seems to them their endless youth.

But I am sufficiently cool-headed to ask myself, as all American states are asking themselves, just why has this splendid result come to pass at this time in North Carolina and its University, and I find the answer easy. Victor Hugo once said that there was nothing in the world so powerful as an idea when its hour had come. North Carolina patiently and slowly, but sternly and persistently, after its habit of mind, sought out the meaning of democratic society and found the answer, and so its hour has come. North Carolina, better than any American state, has come in these last decades to comprehend the spirit and philosophy of constructive democracy, and its University has envisaged itself as the heart of that democracy, touching its life in every vital phase and finding its function not alone in preserving truth or even in discovering truth, but in setting truth to work at its very doors, through the medium of skillful and powerful leadership. Thus has North Carolina discovered itself; thus, unified by common purpose and guided by knowledge, has its social spirit become an expression of human passion as dazzling as war and as exciting as adventure. Thus, as I have once before said, North Carolina has become a gadfly to the states that lag, and a beacon light to states that aspire. Thus has a serene and unhasting community of the past become a star actor in a great democratic drama, so reacting upon

the young scions who throng its walls today that they are themselves reaping fame in the field of art by beholding the dramatic values of the common life about them. Perhaps, as I am using the term rather freely, I ought to try to define democracy for you. Definitions are difficult and dangerous tools to handle. There are, I am informed, only three in all the range of the Hebrew Scriptures. Definitions of democracy are especially dangerous tools, for they constitute, in a sense, a revelation of character, so that you can pretty well classify a man spiritually according to his definition of democracy. Democracy is that order in the state in which every man and woman has the chance to make out of himself everything that can be made. The whole theory is founded on the faith that the sum of human wisdom and capacity and goodness is greater than the sum of human folly and weakness and toil. A university is a servant of such a society, created and ministered to enlighten the minds, to elevate the ideals, to organize the wills and stimulate the powers of freemen. I concede that it is a hard and glorious doctrine which, like Christianity in practical operation, has many infirmities and which, again like Christianity, has not won the world wholly to its side, though until 1918 it was the only thing except natural science which had experienced uninterrupted growth from its very birth.

Despite the general collapse of monarchy, I find the sneerers and doubters of democracy more numerous and strident than they have been in my lifetime both in Europe and America—hardhearted and doubting souls to whom faith in goodness is hard to attain. As for me, I inherited democracy, I have achieved something of it in my spirit, and I shall die fighting that it may prevail.

A deadly fire hovers over all universities, threatening to convert them into asylums or clubs or cloisters or homes of pride and satisfaction. This university has never yielded to that peril. It has remained through all vicissitudes a vital servant of society, seeking the truth—innocent of crass utilitarian motives to be sure, for such can never be the temper of the productive scholar, but somehow conscious that pure science sometime or other ends in applied science—and grimly determined in the race between education and catastrophe, upon which all civilization depends, to win the race, as Mr. Glenn Frank has pointed out by "ferreting out and making intelligible to the average man the major results of creative scholarship."

And so if I were asked to name the chief stigmata that define this University's life, I should answer: Democratic understanding and imaginative sympathy with popular aspiration; inner institutional enthusiasm and unselfishness, and as a result a creation of a set of standards for her sons, individually, that clothe them with personal integrity and endow them with a singular purity of thought about the state and their attitude toward its interests. But one may well inquire "why has this beautiful, but orderly renaissance come about so completely and so swiftly in this last decade of this fifty-year period of rebirth?"

There has been organized government in North Carolina for two hundred and sixty-five years. Why has her real golden age, for such I esteem this age to be, come in the first quarter of the twentieth century? There is no finer, sterner story of political struggle than the story of the dim beginnings of North Carolina. Her growth into free statehood is a moving story. In the Civil War and the aftermath of that war her characteristic virtues clothe her with dignity and beauty, and great, honored names illustrate her life, but there was always absent that flash of creative genius, that buoyant and confident aspect of leadership which today makes her name a synonym of social progress in America. Again the answer hovers around democratic understanding and imaginative social sympathy. Other states find their golden ages defined generally by great single individuals who shine like stars in the grey sky of their common life. North Carolina realizes her golden age in the discovery within her borders of that solemn, mystic thing called public opinion, and finds a way to enlighten, unify, and wield it. I do not mean that great individuals have not stood out in the forefront of what I call her golden age. I stood but yesterday in Westminster Abbey and saw the marble tribute of the British Empire to a North Carolinian. I think of Edward Graham, our young academic Lycidas, "dead ere his prime." I think of a faithful band of men in the eighties, and nineties, who had faith in democracy and in North Carolina as its logical home and who spent themselves in laying the foundations of a new era. And I think of that fierce, triumphant group of young Turks, who, in the past ten years, have with their own minds and hands and spirit worked here amazing miracles of creation and rebirth. Tradition will hallow, and art and literature one day, I dare to predict, will celebrate their fame, for their faith and purpose

blown into the currents of popular thought have brought forth that unconquerable force—a beneficent and determined public opinion.

About a month ago, in Calvin's old Hall of the Reformation in Geneva, I saw the opening ceremonies of the sixth assembly of the League of Nations, founded by one who in his youth had his home in North Carolina. I saw its processes for some weeks, and, though I am neither a dangerous internationalist nor a congenital sentimentalist, I believe that I beheld a new adventure and new technique in international coöperation that will not cease until reason shall supplant force in the affairs of nations.

And today I stand here gazing out upon this old college of mine, lifted up into solid greatness and beauty upon the hearts and minds of common, aspiring men.

Any man privileged to see these two sights—three thousand miles apart—in one month, who does not sustain faith in the triumph of social good, is a craven with no courage to endure and no stomach for any fight.

In my inaugural address as the fifth president of this University, delivered one snowy morning over yonder in Gerrard Hall nearly thirty years ago, when your student attendance was four hundred regular students, and your state appropriation for all purposes was $20,000 a year, and your entire income only $40,000, I used these words:

> My fancy has sight of this University in the strange, new century awaiting it and us, grown more powerful and beautiful in its outward seeming and fairer to look upon, its altar fires alight and glowing, ardent youth bearing our names and flesh of our blood streaming through its groves and its gray old walls still inviting from out the busy world all these who would discover Truth and use it.

And behold, my dream is true, and I am ready to dream again a still greater dream. Universities are the true types of immortality in the world of men. They are already older than parliamentary government or Roman law or our spoken tongue, and an ever-growing and changing society will surely demand an ever-changing and growing university.

I have claimed that you have penetrated into the secrets of democracy and answered its riddle in terms of understanding and devotion. You have learned how to use the weapon of coöperative unity, which guarantees progress without sacrificing the individualism

which guarantees freedom, and so you have found the golden mean of the present social order, but the greater the growth the vaster the need is the story of human institutions. New shapes of danger, new social perils will surround you to replace the ones of old. Intolerance, that scheme of society in which a man may not seek truth reverently and utter it fearlessly, and which constitutes the chiefest infamy possible to the human spirit, will assail—indeed, has already assailed you. The common life about you will ask for a gentler life and more beauty and dignity, and the search for truth will assume new and intenser forms. Those of us who today so proudly salute you in the flesh will be otherwhere, but I trust we shall have the power, in voices that you will hear and remember, to cry out from the unseen to Alma Mater as it moves along its high destiny, "Vivat, crescat, floreat, Collegium."

FRANCIS PRESTON VENABLE

I count it a high privilege to have served the University of North Carolina during all but five years of the half-century we celebrate today. It has been a service of love to which I have given the strength of my youth and the loyalty of a long life.

When I came to Chapel Hill in the fall of 1880 I found a small, struggling institution, university in name but in reality a college in the number of students and faculty and in its equipment. The few buildings were time-worn and out of repair. Of modern apparatus —indeed, of apparatus of any kind—the supply was pitifully scant.

There was one real asset, however. In Dr. Battle, familiarly known in later years as Old Pres, the University had a wise and patient and cheerfully optimistic leader, who bore the burden and heat of the day, paving the way for his successors and for the present development of this institution. For sixteen years, a longer term than that of any president who succeeded him, he strove against misunderstanding and opposition of all kinds until at last, after nearly a century, the state was brought to recognize the University as its child and to undertake its support. This required a tactful man. I know of no other man in the state who could have succeeded as Dr. Battle did.

He grasped the meaning of the new educational methods, and out of the meagre funds devoted all that could be spared to the furthering of instruction in science. He realized that the future of the state

depended upon the development of its natural resources and that men trained in the laboratories of the University were needed.

Dr. Battle had the great vision of an education for all the people. Capable teachers were needed for that, so he opened the first summer school for teachers attached to any university or college in the United States. He inspired such men as McIver, Aycock, Alderman, and Joyner to give themselves to this task. I know that from personal conversation with some of these men. He also gathered a remarkable faculty for so poverty-stricken an institution. To mention a few of those who have passed beyond, there were Manning for law, Whitehead for medicine, Graves in mathematics, Gore in physics, Alexander in Greek, Holmes in geology—men of ripe scholarship, masters in their respective fields, who greatly aided in the moulding of the new University.

The work of a pioneer is a hard one. The struggle was a wearing one, and some years before the close of his administration "Old Pres" told me how gladly he would lay it all down. His love, his hopes, his pride were bound up in the University. I cannot but think today of how he would have rejoiced to see the fruition of his labors.

FIFTY YEARS IN RETROSPECT

WALTER P. STACY

From closed doors to the Nation's forefront is the University's sweep in the last half-century.

This remarkable achievement is not the result of chance or accident, but it is the product of many forces working together under the direction of genius. With engrossing toil and persistent effort, the leaders of the University of North Carolina, in company with an army of loyal assistants, have constantly sought and earnestly endeavored to discover the Infinite Reason, to learn the Infinite Goodness, to know the Infinite Will, and to translate them, as vital realities, into the more abundant life of a free people. The task was and is a great challenge. At every stage, it has been a problem in addition and not one in subtraction—one in the multiplication of powers and not one in division. It has called for heroic action and for joint effort and combined strength. The accomplishments, however, have fully justified the energies expended. They have certainly equalled, if not excelled, the dreams of the builders.

But it should be remembered that a great public institution, coexistent with the state and with a history of service to its people, cannot be described in a single article. Furthermore, any description necessarily partakes of the form and not of the substance. The real University is a vital, living, growing organism; and it is no more capable of tabulation than any other form of life. It has ever furnished its quota of inspiration and lifting power, as well as its part of the pushing power, which have made North Carolina truly one of the first states in the American Union.

A bare recital of the University's growth under the different administrations, since its reopening in 1875, will suffice to give the reader an opportunity to glimpse a bit of its past achievements, of its present aims, and its future hopes.

Dr. Phillips, Chairman of Faculty, 1875-1876

For the first scholastic year, following the reopening in September, 1875, the work of the new University was carried on under the direction of Dr. Charles Phillips as chairman of the faculty, to which position he was unanimously elected by the board of trustees. The

results were in every way satisfactory and encouraging. There were seven members of the faculty, sixty-nine students and no graduates for the year 1875-'76.

The Administration of President Battle, 1876-1891

There is something splendid and heroic in the sublime fortitude with which Dr. Kemp P. Battle met the many difficulties of his administration. No institution ever survived a more perilous rebirth and second childhood. Its history is the history of the times, and the wonder is that it did not perish with many others. But human endurance has always been equal to human misfortune, and great causes have never lacked for leaders. The existence of the new University was insured through the efforts and during the incumbency of its first president. He, with his little band of patriots, called it back to life amid the ruins of its former greatness and wooed to its new altars the mighty spirit of a mighty past which had brooded here for nearly a century before. In recognition of this signal service, he has been called the "Father of the new University." It was his passion to root the institution deeply into the good will and affection of the masses and to make it truly a university of the people, for the people, and by the people. The statistics of his administration, when viewed in the light of history, speak quite adequately for themselves.

Year	Faculty	Students	Graduates	Summer Enrollment
1876-77	12	112	5	235
1877-78	12	160	9	402
1878-79	13	202	12	290
1879-80	16	171	16	241
1880-81	15	191	31	338
1881-82	14	199	16	352
1882-83	12	207	16	317
1883-84	16	210	16	305
1884-85	16	229	26	0
1885-86	20	204	29	0
1886-87	16	204	23	0
1887-88	18	203	21	0
1888-89	15	187	21	0
1889-90	18	200	21	0
1890-91	19	197	28	0
	Totals	2,876	290	2,480

The Administration of President Winston, 1891-1896

A new impetus was given to the University as a popular right and common privilege under the aggressive and brilliant leadership of Dr. George T. Winston, who came to the presidency after a service of sixteen years on the faculty. He called to the campus the sons of the rich and the poor alike, the fisherman's lad from the east and the mountaineer's boy from the west. He believed in the University as a dynamic force and preached its gospel all over the state. To him must be ascribed the title "Initiator of our Progress and Expansion." His was the revivifying touch. He took the field against criticism and intolerance and wrought mightily in a conflict whose issues involved the respective place of church and state in a democracy. To the conservation of Battle was added the preservation of Winston, as witness the following figures:

Year	Faculty	Students	Graduates	Summer Enrollment
1891-92	20	248	16	0
1892-93	20	316	23	0
1893-94	22	388	31	59
1894-95	20	421	43	140
1895-96	21	446	44	158
Totals		1,819	157	357

The Administration of President Alderman, 1896-1900

With the University again firmly established and its position assured, it fell to the lot of Dr. Edwin A. Alderman, the eloquent apostle of universal education and the clear interpreter of the function of the schoolhouse in a democracy, to sense the aspiration of the people of the state and to give voice to their longings in phrases of rare charm and compelling force. With his convincing logic and winning personality, always fighting offensively, as was his custom, he carried the University beyond the borders of the state and made it known to the entire country at large. In testimony of the zeal with which he delivered his message, the following is taken from his own vibrant tongue and pen:

> I have an ideal for this University. My desire would have it a place where there is always a breath of freedom in the air; where a sound and various learning is taught heartily without show or pretense; where the life and the teachings of Jesus furnish forth the ideals; where manners are gentle, and

1795
PRESIDENT
BATTLE
1868
FACULTY
UNIVERSITY
OF
NORTH CAROLINA

courtesies daily multiply between teacher and taught; where all classes and conditions and beliefs are welcome and men may rise in earnest striving by the might of merit; where wealth is no prejudice and poverty no shame; where honorable labor, even rough labor of the hands, is glorified by high purpose and strenuous desire for the clearer air and the larger view; where there is a will to serve all high ends of a state struggling up out of ignorance into general power; where men are trained to observe closely, to imagine vividly, to reason accurately, and to have about them some humility and some toleration; where finally, Truth, shining patiently like a star, bids us advance, and we will not turn aside.

It was under President Alderman's administration, and at his instance, that women were first admitted as students to the University.

The growth of the institution during this period, is disclosed by the following data:

Year	Faculty	Students	Graduates	Summer Enrollment
1896-97	23	413	46	185
1897-98	23	520	40	147
1898-99	21	493	59	161
1899-00	27	515	53	78
Totals		1,941	198	571

The Administration of President Venable, 1900-1914

Setting standards and holding tenaciously to them, giving to natural sciences a place of coeminence with the humanities, and providing, with the gift of genius, a foundation and framework for the material expansion and growth of a greater University are the outstanding contributions made during the encumbency of Dr. Francis P. Venable as president.

His position as one of the foremost chemists in America and his constant insistence upon sound scholarship, academic standards and state support for state institutions added new strength to the University's position, both at home and abroad, advanced its leadership in the natural sciences, and paved the way for its present preëminence in the social sciences.

It was upon the basis of the soundness and thoroughness of the inside work done during the Venable administration that the present program of extension outside of the University has achieved such signal success. The foundation for southern leadership was made

secure for the University of North Carolina in the first fourteen years of the new century.

Year	Faculty	Students	Graduates	Summer Enrollment
1900-01	26	529	57	92
1901-02	40	567	61	90
1902-03	43	624	76	189
1903-04	46	645	70	238
1904-05	51	682	87	0
1905-06	49	680	69	0
1906-07	52	731	87	36
1907-08	65	788	90	53
1908-09	67	786	103	76
1909-10	69	821	103	99
1910-11	58	787	120	225
1911-12	57	796	100	463
1912-13	59	837	93	500
1913-14	61	886	104	596
Totals		10,159	1,220	2,657

The Administration of President Graham, 1914-1918

Coming to the presidency in 1914, with a full knowledge and appreciation of the work of his predecessors, and using this as a solid foundation upon which to build, Dr. Edward K. Graham quickly distinguished himself as an educational seer and soon brought the University to a new and commanding position of influence and power, not only in the state, but also in the nation. Many agencies contributed to produce this fine result; but there are, at least, two achievements of his administration which stand out with clearness and distinction: (1) The scope of University instruction was so expanded through the Extension Division as to make all the people of the state a real part of the institution. (2) A vital spiritual conception of man's relation to his fellows was brought to student life on the campus in such a pungent way as to challenge and to stimulate the best impulses of youth. Such signal service could not and did not fail of recognition abroad. The University took a new place among southern institutions.

At the time of his death and without solicitation on his part, but as a recognition of the splendid work of the University and its distinguished leader, President Graham was a member of the Educational Committee of the Council of National Defense, a trustee of the

American University Union in Europe, a member of the International Committee of the Young Men's Christian Association and Director of the Students' Army Training Corps for the Southeastern Division of the United States. These are the trophies which he brought to his Alma Mater, and which she treasures as proof of his unusual talents. With abounding faith in the University's high mission, his gallant spirit never wavered, but his frail body gave way, just at the zenith of his power, under an attack of influenza.

With the entry of the United States into the Great War, the entire resources and energies of the University were consecrated to the winning of the struggle. Not only did more than 2250 of its students and alumni enlist in the service and 16 of its faculty leave the class room, but every course and every lecture, given during the war, had, as its immediate object, the making of efficient men and fighters. When the War Department proposed to convert the colleges of the country into centers for the military and intellectual training of soldiers, the University gladly embraced the opportunity. This was effected through the organization of the Students' Army Training Corps, which was demobilized December 1 to December 21, following the Armistice.

A complete record of the University in Arms has not yet been tabulated, but the following distribution of Carolina men is taken from the best available sources of information:

Army: Brigadier Generals, 3; Colonels, 9; Lieutenant-Colonels, 4; Majors, 24; Captains, 74; First Lieutenants, 130; Second Lieutenants, 380; Chaplains, 4.

Navy: Lieutenant Commanders, 4; Paymasters, 11; Lieutenants, 6; Junior Lieutenants, 1; Ensigns, 16; Chaplains, 2; Enlisted, 101.

Medical Corps: Colonels, 2; Lieutenant-Colonels, 3; Majors, 10; Captains, 18; First Lieutenants, 144; Naval Lieutenants, 35.

Aviation: All ranks, 81.

Non-commissioned officers and privates, 450; wireless operators, 4; hospital service, 31; ambulance, 12; Y. M. C. A. work, 12; other branches, 6; Students' Army Training Corps (excluding those counted above), 664.

The records show that at least 34 Carolina men "paid the last full measure of devotion" with the supreme sacrifice of their lives. The University cherishes their memory as a priceless heritage and counts

it a high privilege to preserve for future generations the spirit of their devotion and the heroism of their service.

The following figures must be read in the light of the tremendous events of the times:

Year	Faculty	Students	Graduates	Summer Enrollment
1914-15	65	1,011	126	731
1915-16	67	1,059	113	1,052
1916-17	69	1,038	154	901
1917-18	75	855	102	618
Totals		3,963	495	3,302

Dean Stacy, Chairman of Faculty, 1918-1919

Following the tragic and untimely death of President Graham on October 26, 1918, Dean Marvin H. Stacy was elected chairman of the faculty and served as such until January 21, 1919, when he too fell a victim of influenza. His short tenure as chairman of the faculty, with duties as president, bridges the gap between the last two administrations and marks the culmination of the work of another, who, like Graham, laid down his life in the University's service. "Greater love hath no man than this."

The Administration of President Chase, 1919—

Appreciating fully the traditions of the past and understanding clearly the function of a modern university, Dr. Harry W. Chase has already achieved for his administration a work no less distinctive than that of any of his predecessors. In trumpet tones of unmistakable meaning, he has boldly insisted upon a continued program of high service on the part of the educational forces of the state. It is his declared position that a university is more than a college or an institution for teaching; that it must swing out into the open and point the way to a larger and fuller life; that its triple task of "adjustment, creation and direct service" is to be met in terms of human activities; and, finally, that the path to real productive work lies in the field of intellectual freedom with Truth as its guiding star. To the attainment of these ideals he has earnestly set his strength with the full support and sympathy of his co-workers. The outcome is no longer uncertain. Success is to be the reward. It is here now.

Year	Faculty	Students	Graduates	Summer Enrollment
1918-19	81	1,168	84	921
1919-20	90	1,425	157	1,147
1920-21	98	1,547	173	1,090
1921-22	117	1,733	182	1,348
1922-23	135	1,918	223	1,492
1923-24	169	2,235	284	1,703
1924-25	174	2,418	312	1,652
Totals		12,444	1,415	9,780

This brings us to the present—50 years after the reopening. The one overshadowing fact, ever present in each administration and common to all, was and is a sustained passion for the privilege of high service. Service and service only counts and counts always in a democracy. The University is truly a center of thought. It is like the power-house that contains the dynamo of constructive thinking. Today, all over this country and even to the uttermost parts of the earth, many lights are shining by reason of a former contact and by means of a wireless connection. It is, indeed, a rare and choice spirit that lives and moves and has its being in the shady groves and classic halls at Chapel Hill. Its transfiguring touch has brought to the state something richer and finer than could be known without it.

Proud of its past and certain of its future, the University stands in the nation's forefront as a great historical symbol in humanity's equation of liberty, and with ultimate faith expects to meet the demands of the state in so far as lies within its power; and to the challenges on every hand for an ever-increasingly larger service, it answers with a note of triumph and in tones and accents of reassurance and confident hope.